

## THE POSTSECONDARY EDUCATION QUALITY ASSESSMENT BOARD

Ontario, Canada

## Government Publications

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# ANNUAL REPORT 2004 • 2005



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THE POSTSECONDARY EDUCATION  
QUALITY ASSESSMENT BOARD

*Ontario, Canada*

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### OUR MANDATE

#### Assuring international standards in new degree programs

The Postsecondary Education Quality Assessment Board assesses all applications for ministerial consent referred by the Minister of Training, Colleges and Universities under the *Post-Secondary Education Choice and Excellence Act, 2000*, and makes recommendations on them to the Minister.

The *Act* enables all organizations not empowered to offer degree programs by an Ontario statute to apply to offer programs by ministerial consent. The board establishes and implements internationally recognized standards for the review of programs. In fulfilling its mandate, the board helps expand the roster of good-quality degree programs for Ontarians coping with an increasingly complex, information-driven economy and culture. It serves as an Ontario source of information and reflection about international academic quality assurance standards and activities.

The quality of the programs and the academic success of the students who take them are critical foundation stones for Ontario's future.

### OUR COMMITMENT TO QUALITY

#### The excellence Ontario expects... and deserves

- Implement nationally and internationally recognized degree-level standards
  - Establish clear benchmarks for assessing programs and organizations
  - Seek the advice of highly qualified experts on programs and organizations
  - Evaluate applicants against high standards and their own commitments
    - Require applicants to evaluate their own programs
    - Include samples of individual student work in program assessments

### OUR COMMITMENT TO TRANSPARENCY

#### Independence, transparency and accountability

- Publish the board's standards, benchmarks and procedures
  - Make applications available on the board's website
  - Seek the advice of independent, highly qualified experts
    - Protect the interests of students
- Publish recommendations to the Minister and the Minister's decision on them





The Postsecondary Education Quality Assessment Board has accomplished a great deal in the four years of its existence.

Its mandate is to review new degree programs and program deliverers requiring ministerial consent to operate in Ontario, and so its work places it at the forefront of significant changes in postsecondary education. The degree programs we recommend to the Minister widen the span of educational opportunities, providing new choices for Ontarians. The board, operating in a global context in which the number of quality assurance agencies is increasing rapidly, is at the cresting edge of the national and international dialogue about academic standards and quality assessment and assurance.

Since its inception in 2001, the board has made well over 100 recommendations to the Minister of Training, Colleges and Universities – in 2004-05 alone, it made 44. The applications were for both undergraduate and graduate programs from public and private institutions outside Ontario, private institutions within Ontario, Ontario's public colleges and a new public university whose degree-granting authority has not yet been proclaimed.

In the context of increasing globalization, the standards that matter are those that enable Ontario's graduates to compete effectively with people in the same fields in other jurisdictions. With this in mind, the board reviewed and revised some of its requirements, including adopting new benchmarks to clarify its expectations for the award of advanced standing credit for prior study, and making changes in its degree-level principles to ensure their fit with the standards being developed by Ontario's public universities. As a result, we expect that in 2005-06 the board and public universities will share similar degree-level standards.

Articulation and implementation of standards is the core of the board's business. The board will continue stakeholder consultations and collaborations with quality assessment and assurance agencies, and with accrediting bodies, to ensure the currency and appropriateness of the board's standards across Canada and around the world.

At the national level, the board initiated an informal meeting of agency members and government officials in February 2004; it was co-hosted by the ministries and agencies in Alberta and British Columbia. The resulting discussions led to a recommendation to the Advisory Committee of Deputy Ministers of Education (ACDME) to form a committee representing all provinces and territories to address issues relating to quality assurance in Canada, with a view to enabling greater mutual recognition of degree credentials. ACDME approved the recommendation and in August 2004, the Pan-Canadian Committee on Quality Assurance of Degree Programming was founded. A report will be submitted to the Council of Ministers of Education, Canada.

At the international level, the board successfully bid in March 2005 to host the 2007 conference of the International Network for Quality Assurance Agencies in Higher Education in collaboration with the Ministry of Training, Colleges and Universities. This speaks volumes about the board's growing international reputation. There is tremendous opportunity to draw attention to Ontario's and Canada's quality assurance standards and procedures. The conference also opens the door for learning from other jurisdictions and vice versa.

The board serves as a window for the government on academic quality assessment in other jurisdictions, demonstrates Ontario's commitment to quality, and enhances Ontario's national and international profile in quality assurance.

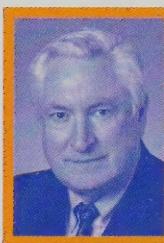
Quality assurance in education demands quality personnel, and we have been blessed with tremendous talent on both the board and secretariat. I'd like to extend congratulations to Sean Maxwell, who has completed his term on the board following three years of service. On behalf of his colleagues, I thank him for his significant contribution to our deliberations.

I would also like to express gratitude on behalf of the board for the high-quality work done by the secretariat, including Don Baker, Suzanne Gordon, Virginia Hatchette, Angela Hinton and Terry Miosi. Their hard work, thorough research, sound judgment and commitment to quality have greatly assisted the board – and helped to strengthen Ontario's leadership in educational quality assurance. ●

DALE PATTERSON  
*Chair*



## Director's message



Each year, the board faces new challenges and 2004-05 was no different.

During our first three years, we paid specific attention to articulating standards and procedures, publishing handbooks and guidelines, identifying hundreds of quality assessors and responding to the initial rush of applications.

In 2004-05, we continued to refine our standards and benchmarks and looked ahead to what the board might require of applications for renewed ministerial consents.

As indicated in the next section of this report, the board also became a leader in the national and international dialogue on academic standards and quality assessment and assurance requirements.

### Raising Ontario's national and international profile

As Ontario's representative on the Pan-Canadian Committee on Quality Assurance of Degree Programming, I was supported by a committee of senior policy advisors that included Terry Miosi and Virginia Hatchette of the secretariat, Fiona Deller of the Universities Branch, and Eydie Troper of the Colleges Branch. Through the good offices of Bob Christie, the Deputy Minister of Training, Colleges and Universities, we consulted Ontario stakeholders about the potential development of (a) a degree-level qualifications framework that would describe the salient features of Canadian degree programs, and (b) quality assurance standards and procedures for reviewing both programs and organizations, with a view to formulating guidelines for government decisions on new programs and new institutions. At the end of the reporting period, we were working on the report to the Council of Ministers of Education, Canada.

The work of the Pan-Canadian Committee is initially about articulating degree-level standards and desirable quality assurance standards and procedures, in consultation with stakeholders and with a view to maximizing consensus. Its longer-term goal is to establish standards and procedures that will be widely accepted as means for facilitating the mutual recognition of degrees in Canada, notably including those recommended to the Minister by the board. Canadians have established neither a U.S.-style accreditation system nor European-style government agencies that review programs. Thus, the emergence of new degrees and new degree providers in recent years has caused confusion and conflict. In the interests of students, we need to find a way to insert new programs and providers into an agreed framework of academic legitimacy.

Consistent with the aim of raising Ontario's international profile, I was elected a member of the board of directors of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in March 2004. A year later INQAAHE accepted Ontario's invitation to hold its 2007 conference in Toronto. For the next two years the board and secretariat will be engaged in conference planning activities, including participation in the program committee, making local arrangements, development of a website and promotion. The Ontario Council on Graduate Studies also agreed to support the bid and join the board in hosting duties.

“... the board also became a leader in the national and international dialogue on academic standards and quality assessment and assurance requirements.”

“... we need to generate the highly skilled and creative workforce required to be globally competitive. We must make up in imagination and quality for what we lack in quantity.”

### Putting the board's standards in context

There is a spectrum in the standards in quality assessment, often reflecting the state of local education systems. Some jurisdictions are primarily concerned that minimal standards are met in postsecondary programs. However, other jurisdictions are committed to having leading-edge workforces and are therefore setting higher standard levels.

Where does the board fit in that context?

Its role is that of setting minimum or threshold requirements for degrees and institutions requiring ministerial consents to offer degrees in Ontario. In setting those requirements, it takes into account the evolving standards imposed by changes in knowledge, workplace requirements and the deliberate raising of standards in other jurisdictions. However, the challenge of rising above the board's threshold standards lies with the institutions themselves. An institution that wants to serve its students well will accept the obligation to ensure that its standards will enable its graduates to be effective members of the workforce and capable of competing with counterparts in other jurisdictions.

As an advocate of quality assessment and quality assurance, the board can play a continuing role as a “bully pulpit” in such matters. It can share information about developments elsewhere and promote the need for continuing awareness of the critical importance of developing evaluative cultures within institutions, all with a view to ensuring that the graduates of our institutions can compete in the international marketplace.

The significance of having competitive world-class academic standards was suggested this past year by leaders of the auto parts industry. That sector's success rests primarily on its capacity for continual innovation and the ability to make better parts at a faster and cheaper rate than the competition. Their competitors also have advantages – cheaper labour, resources, the capacity to reverse engineer products quickly – but it takes them two years to replicate the parts in production. The timing gap is the key to success. They were essentially asking whether Ontario's institutions of higher education produce the creative, innovative professionals needed to maintain that edge on a continuing basis. If the auto parts industry loses its innovative advantage, they said, they will have no choice but to shut down or to move elsewhere. Clearly, it is no comfort to speak of meeting accreditation or threshold requirements; only the highest standards will suffice.

The challenge of meeting world-class standards is not limited to the auto parts industry. With our comparatively small population and high-cost lifestyle, we need to generate the highly skilled and creative workforce required to be globally competitive. We must make up in imagination and quality for what we lack in quantity.

Thus, the board's work provides a fascinating window into many of the social and economic issues that arise from the globalization of societies, cultures and economies and the dynamic nature of postsecondary education itself. That's why our agenda promises to be even more interesting and important in the years to come. ●

DONALD N. BAKER  
Director



## National and international profile

### Stepping onto the global stage

The board's mandate requires it to remain aware of evolving academic standards and quality assurance practices in Ontario and in other jurisdictions. It must also possess the necessary characteristics to operate in this fashion.

Fulfilling this mandate requires ongoing dialogue with other quality assessment bodies, and participation in national and international meetings and organizations. This enables the board to contribute significantly to Ontario's profile in postsecondary education quality assurance and to outline Ontario's commitment to provide high-quality education in national and international forums.

In 2004-05, the board and its secretariat were leaders in promoting the importance of articulated, shared and internationally recognized academic standards. Its activities included:

- Spearheading a meeting in February 2004 with board and ministry counterparts in Alberta and British Columbia, and co-hosting a meeting of government officials from across Canada to discuss issues related to the work of new quality assurance agencies in each participating province. The workshop resulted in the formation of a working group to continue the dialogue, which in turn recommended to the Advisory Committee of Deputy Ministers of Education (ACDME) that a full pan-Canadian committee ought to be created to engage all provinces in further discussions;
- Participating in the Pan-Canadian Committee on Quality Assurance of Degree Programming established by ACDME in August 2004. In 2004-05, the Pan-Canadian Committee consulted stakeholders and drafted the salient features of a report submitted to ACDME in August 2005;

"High academic standards and arm's length processes to ensure compliance are critical to the international credibility of Canadian higher education. Through PEQAB, Ontario has established a quality framework that will ensure the global acceptance of its Baccalaureates in Applied Areas of Study."

DR. RICHARD HOOK,  
Executive Director, Association of Canadian Public  
Polytechnic Institutes

- Leading ongoing dialogue with the quality assurance bodies of public universities – the Undergraduate Program Review Audit Committee and the Ontario Council on Graduate Studies – concerning the potential harmonization of degree-level standards among members and establishing a cohesive profile for Ontario's degree-level standards beyond provincial borders; and
- Securing the approval of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) to hold its 2007 conference in Ontario. This will provide a great opportunity to acquaint Ontarians with global practice in quality assurance for higher education, and will showcase Ontario and Canadian procedures for representatives from around the world.

By establishing itself as an important contributor to the ongoing national and international quality assurance dialogue, PEQAB serves as a window for government on postsecondary education standards and academic quality assessment in other jurisdictions; raises awareness of and demonstrates Ontario's commitment to quality in postsecondary education; and helps establish an international profile for Ontario in the rapidly growing field of quality assurance in education. ●

**“**We greatly appreciated the splendid contributions made by the Postsecondary Education Quality Assessment Board to the work of the International Network for Quality Assurance Agencies in Higher Education and look forward to our biennial conference that will be hosted by the PEQAB in Toronto on 2nd to 5th April 2007.” **”**

DR. RICHARD LEWIS

President, International Network for Quality Assurance Agencies in Higher Education

## Ontario to Host International Education Quality Assurance Conference in 2007

*Event will raise province's profile in international quality assurance community*

TORONTO, ONTARIO - The Postsecondary Education Quality Assessment Board (PEQAB) today announced that the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) has approved the board's proposal to host the network's 2007 annual conference at the Sheraton Centre Hotel in Toronto.

Scheduled to meet April 2-5, 2007, more than 400 delegates, representing quality assurance and accrediting bodies from around the world, are expected to attend the main event as well as and pre- and post-conference activities.

"We are thrilled at the opportunity to welcome the international quality assurance committee to Toronto," said Dale Patterson, chair of PEQAB, in making the announcement. "PEQAB is quickly establishing itself as a leader in the field of educational standards and quality assurance, and we are ready to share our knowledge with our international colleagues and also learn from their experiences."

Established in 1991, INQAAHE is the major international organization of quality assurance agencies, including more than 100 agencies from nearly 70 countries. Its goals include promoting good practices in the maintenance and improvement of quality in higher education, facilitating relations between accrediting bodies, assisting members in determining the standards of institutions operating across national borders, facilitating the recognition of credentials and credit transfers, and alerting members to dubious accrediting practices and organizations.

The PEQAB was established in 2001 to review all applications for ministerial approval to offer degree programs or use the word "university" by institutions not having an Ontario statute authorizing them to do so. The applicants include Ontario's 24 public colleges, the University of Ontario Institute of Technology (UOIT) during a preparatory phase, and all private and out-of-province institutions. Following its reviews, the board recommends to the Minister of Training, Colleges and Universities whether or not approval should be granted.



## Our clients speak

“

“Throughout the application process, we were apprised of all developments with our submissions and were confident that they were being assessed fairly. What was even more important is that the process and the academic assessors demanded that we demonstrate our ability to deliver the highest quality of education to our students.”

”

RICK DAVEY, Ph.D.  
President, RCC Institute of Technology

### Reflecting on our guiding principles

The guiding principles of the board include due process, fair decisions and transparency in the standards and benchmarks used to assess applications. In addition, the board is committed to continual improvement and annually reviews its performance.

In September 2005, current applicants and assessors completed a survey to evaluate the quality of the board's work in several important functional areas, including the handbooks and submission guidelines.

Following are highlights from the principal findings and comments from survey respondents:

#### Standards and Benchmarks

- 90 per cent of applicants and 85 per cent of assessors were satisfied with the standards and benchmarks in the handbooks;
- 90 per cent of applicants reported their satisfaction with other requirements in the handbooks;
- 66 per cent were satisfied with the submission guidelines; and
- 100 per cent of assessors indicated that they were satisfied with the clarity of instructions to assess the application.

#### Review Process – Applicants' Perspective

- Almost all agreed that the Quality Assessment Panel was appropriately constituted, worked without unreasonable delay and was responsive to applicants' comments;

- 77 per cent considered the panel competent and fair;
- Approximately three-quarters of the applicants were satisfied with the transparency of the review process; and
- Two-thirds indicated that they were satisfied with the timeliness of application reviews, commenting that the process is fair and feedback was very helpful.

*“I think, all in all, that the process is fair, while at the same time ensuring a careful review of the type of organization that is allowed to operate within the province.”*

“

“I have had the pleasure of interacting with the staff of the Postsecondary Education Quality Assessment Board since 2001 and found the level of professionalism and competence of the staff at the board to be exemplary. The board staff coordinated our assessment team visits and assisted us with any questions regarding the assessments or the submissions, allowing for a submission process that was of the highest level of academic excellence and integrity.”

”

CHERYL JENSEN, M.Ed.  
Executive Dean, Faculty of Engineering Technology, Mohawk College

“

“With the new law permitting faith-based institutions to apply for university status, PEQAB ensured that Tyndale graduates will no longer face discrimination because of religious-only degrees, and the application process provided a critique that enhanced our operational infrastructure and academic programs.”

”

BRIAN STILLER, Ph.D.  
President, Tyndale University College and Seminary

#### Review Process – Assessors’ Perspective

- 100 per cent reported satisfaction with the integrity of the assessment process;
- 89 per cent indicated their satisfaction with the timelines for assessment;
- 93 per cent reported satisfaction with the panel report;
- 94 per cent indicated their satisfaction with the response from applicants; and
- 100 per cent were satisfied with interactions with the applicants during the site visit and the quality of discussions with the other panel members.

*“Overall the process was extremely well organized.”*

*“Review process was reasonable, templates and questions they were asking of us were fair.”*

#### The Staff

- 88 per cent of applicants expressed their satisfaction with the information supplied by the secretariat;
- More than half of the applicants and all assessors agreed the staff provided up-to-date information;
- Over two-thirds of applicants and all assessors agreed the staff’s response times were reasonable; and
- 90 per cent of applicants and 100 per cent of assessors considered the secretariat staff competent, respectful and helpful.

*“We are very appreciative of the help we received ... the promptness, time spent, and clarifications provided ...”*

*“We have always found the secretariat staff to be available, and helpful.”*

*“They were GREAT. I would work with them again any time.”*

“

“Having been involved several times in a similar process in the US, I can unequivocally state the evaluation process of PEQAB is of a very high standard. As part of a committee I met with all the university officials and was able to have very candid discussions. The follow-up interactions were excellently organized and the integrity of the course of actions was admirable.”

”

SHELDON LANDSBERGER, Ph.D.  
Professor, Chemical Engineering, and Coordinator, Nuclear and Radiation Engineering Program, University of Texas (Austin)

## Colleges of Applied Arts and Technology

APPLICATION UNDER THE ACT	SUBMISSION
<b>CONESTOGA COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING</b>	
To offer a degree program	Bachelor of Applied Health Sciences (Health Informatics Management)
<b>FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>	
To offer a degree program	Bachelor of Applied Business (Public Institution Management)
<b>GEORGE BROWN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>	
To offer a degree program	Bachelor of Applied Technology (Construction Science and Management)
<b>HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING</b>	
To offer a degree program	Bachelor of Applied Arts (Creative Advertising)
To offer a degree program	Bachelor of Music (Contemporary Music)
To offer a degree program	Bachelor of Applied Arts (Interior Design)
To offer a degree program	Bachelor of Applied Information Sciences (Software Systems)
To offer a degree program	Bachelor of Applied Business (Tourism Management)

## Private Institutions

APPLICATION UNDER THE ACT	SUBMISSION
<b>ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY</b>	
To offer a degree program	Teach-out of Master of Arts (Counseling Psychology)
<b>BAKER COLLEGE OF PORT HURON</b>	
To offer a degree program	Bachelor of Business Administration General Baccalaureate Program
<b>CANADIAN MEMORIAL CHIROPRACTIC COLLEGE</b>	
To offer a degree program	Doctor of Chiropractic
<b>INSTITUTE FOR CHRISTIAN STUDIES</b>	
To offer a degree program	Master of Philosophy
To offer a degree program	Doctor of Philosophy
<b>NIAGARA UNIVERSITY</b>	
To offer a degree program	Master of Science (Educational Administration and Supervision)
<b>RCC INSTITUTE OF TECHNOLOGY</b>	
To offer a degree program	Bachelor of Technology (Computer Information Systems)
To offer a degree program	Bachelor of Technology (Electronics Engineering Technology)

## Public Institutions

APPLICATION UNDER THE ACT	SUBMISSION
<b>CENTRAL MICHIGAN UNIVERSITY</b>	
To offer a degree program	Master of Arts in Education (Community College concentration)
To add a site	Master of Arts in Education
<b>CHARLES STURT UNIVERSITY</b>	
To offer a degree program	Bachelor of Primary Education Studies
<b>MOUNT SAINT VINCENT UNIVERSITY</b>	
To offer a degree program	Master of Education (Literacy Education)
<b>UNIVERSITY OF NEW BRUNSWICK</b>	
To offer a degree program	Bachelor of Nursing (direct entry program)

APPLICATION UNDER THE ACT	SUBMISSION
<b>UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY</b>	
To offer a degree program	Bachelor of Engineering (Electrical Engineering)
To offer a degree program	Bachelor of Engineering and Management (Electrical Engineering and Management)
To offer a degree program	Bachelor of Commerce (2+2 Curriculum Plan)
To offer a degree program	Honours Bachelor of Science (Forensic Science)
To offer a degree program	Bachelor of Science (Computing Science) (resubmission)
To make program changes	Program changes: Bachelor of Science (Nursing)
To make program changes	Program changes: Two new teachable subjects in Bachelor of Education (consecutive program)
To make program changes	Program changes: Hybrid delivery for 6 programs
To offer a degree program	Bachelor of Science (General Science)
To offer a degree program	Bachelor of Science (Mathematics)
To offer a degree program	Bachelor of Science and Management (Physical Science)
To offer a degree program	Bachelor of Science and Management (Biological Science)
To offer a degree program	Master of Information Technology Security
To offer a degree program	Bachelor of Engineering (Automotive Engineering)
To offer a degree program	Bachelor of Engineering and Management (Automotive Engineering and Management)
To offer a degree program	Bachelor of Commerce (bridge program)
To make program changes	Program/Nomenclature changes: Bachelor of Arts (Criminology and Justice)
To offer a degree program	Bachelor of Arts (Social Policy)
To make program changes	Program changes: Bachelor of Science in Biology (Life Science stream)
To offer a degree program	Bachelor of Engineering (Software Engineering)
To offer a degree program	Bachelor of Engineering and Management (Software Engineering and Management)
To offer a degree program	Honours Bachelor of Information Technology
To offer a degree program	Bachelor of Health Sciences (Comprehensive Health Sciences)

“The Postsecondary Education Quality Assessment Board (PEQAB), which has held all colleges to a very high standard, has been integral to the credibility of our degrees. It is of great importance to our community that the local college have the ability to offer these degrees, as there is no university presence in Sarnia. It is equally important, however, that these degrees be as demanding and rigorous as the degrees of the universities. PEQAB has provided the process through which we can ensure and demonstrate that rigour.”

JUDITH MORRIS

Vice President, Academic and Student Success, Lambton College



## Completed applications since commencement of board

### Colleges of Applied Arts and Technology

APPLICATION UNDER THE ACT	DEGREE/NAME CHANGE	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Business (E-Business Supply Chain Management)	●	●
To offer a degree program	Bachelor of Applied Arts (Interior Design)	●	●
To offer a degree program	Bachelor of Applied Arts (Interior Design) (resubmission)	●	●
To grant a degree	Honorary Bachelor of Applied Studies	●	●
<b>CAMBRIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Arts (American Sign Language - English Interpreter)	●	●
To offer a degree program	Bachelor of Applied Technology (Science and Technological Education)	●	●
<b>CANADORE COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Business (Hospitality Administration)	●	●
<b>CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Information Sciences (Computer and Communication Networking)	●	●
To offer a degree program	Bachelor of Applied Business (Integrated Accounting and Information Technology Management)	●	●
To offer a degree program	Bachelor of Applied Environmental Studies (Integrated Environmental Management)	●	●
To offer a degree program	Bachelor of Applied Information Sciences (Software Systems - Design, Development and Management)	●	●
<b>CONESTOGA COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Technology (Integrated Telecommunication and Computer Technologies)	●	●
To offer a degree program	Bachelor of Applied Technology (Integrated Advanced Manufacturing Technologies)	●	●
To offer a degree program	Bachelor of Applied Technology (Architecture - Project and Facility Management)	●	●
To offer a degree program	Bachelor of Applied Technology (Advanced Manufacturing Technologies - Wood and Composite Products)	●	●
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Bachelor of Applied Health Sciences (Health Informatics Management)	●	●
<b>CONFEDERATION COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To grant a degree	Honorary Bachelor of Applied Studies	●	●
<b>CONFEDERATION COLLEGE OF APPLIED ARTS AND TECHNOLOGY - NEGAHNEEWIN</b>			
To offer a degree program	Bachelor of Applied Human Services (Indigenous Leadership and Community Development)	●	●

● GRANT CONSENT

● DENY CONSENT

W APPLICATION WITHDRAWN



Completed applications since commencement of board

APPLICATION UNDER THE ACT	DEGREE/NAME CHANGE	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>FANSHawe COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Arts (Integrated Land Planning Technologies)	●	●
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Bachelor of Applied Technology (Biotechnology)	●	●
To offer a degree program	Bachelor of Applied Business (Biotechnology) (resubmission)	●	●
To offer a degree program	Bachelor of Applied Business (Public Institution Management)	●	●
<b>GEORGE BROWN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Business (Finance)	●	●
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Bachelor of Applied Technology (Construction and Environment – Regulations and Compliance)	●	●
To offer a degree program	Bachelor of Applied Technology (Construction Science and Management)	●	●
<b>GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Human Services (Police Studies)	●	●
To offer a degree program	Bachelor of Applied Human Services (Police Studies) (resubmission)	●	●
Use of the term "university"	Georgian College Institute of University Partnerships and Advanced Studies	●	●
To offer a degree program	Bachelor of Applied Business (Automotive Management)	●	●
To grant a degree	Honorary Bachelor of Applied Studies	●	●
<b>HUMBER COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING</b>			
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Bachelor of Applied Technology (Industrial Design)	●	●
To offer a degree program	Bachelor of Applied Business (Manufacturing Management)	●	●
To offer a degree program	Bachelor of Applied Business (Electronic Business)	●	●
To offer a degree program	Bachelor of Applied Arts (Paralegal Studies)	●	●
To offer a degree program	Bachelor of Applied Arts (Creative Advertising)	●	●
To offer a degree program	Bachelor of Music (Contemporary Music)	●	●
To offer a degree program	Bachelor of Applied Arts (Interior Design)	●	●
To offer a degree program	Bachelor of Applied Information Sciences (Software Systems)	●	●
To offer a degree program	Bachelor of Applied Business (Tourism Management)	●	●
<b>LA CITÉ COLLÉGIALE D'ARTS APPLIQUÉS ET DE TECHNOLOGIE</b>			
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Baccalauréat en technologie appliquée (Biotechnologie)	●	●
<b>LAMBTON COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Technology (Instrumentation and Control)	●	●
To offer a degree program	Bachelor of Applied Technology (Environmental Health and Safety)	●	●
To grant a degree	Honorary Bachelor of Applied Studies	●	●

● GRANT CONSENT

● DENEY CONSENT

● W APPLICATION WITHDRAWN





## Completed applications since commencement of board

APPLICATION UNDER THE ACT	DEGREE/NAME CHANGE	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>LOYALIST COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Arts (Human Services Management)	●	●
To grant a degree	Honorary Bachelor of Applied Studies	●	●
<b>MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Bachelor of Applied Technology (Process Automation)	●	●
To offer a degree program	Bachelor of Applied Technology (Technology Management)	●	●
To offer a degree program	Bachelor of Applied Technology (Internet Systems)	●	●
<b>NIAGARA COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To grant a degree	Honorary Bachelor of Applied Studies	●	●
<b>NIAGARA COLLEGE OF APPLIED ARTS AND TECHNOLOGY AND ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Technology (Photonics)	●	●
<b>NIAGARA COLLEGE OF APPLIED ARTS AND TECHNOLOGY AND GEORGE BROWN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Business (Hospitality Operations Management)	●	●
<b>NORTHERN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Engineering Technology (Welding)	●	●
<b>SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Bachelor of Applied Business (Financial Services Management)	●	●
To offer a degree program	Bachelor of Applied Technology (Software Development)	●	●
To offer a degree program	Bachelor of Applied Technology (Integrated Environmental Site Remediation)	●	●
To offer a degree program	Bachelor of Applied Technology (Aviation)	●	●
<b>SHERIDAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Bachelor of Applied Arts (Illustration)	●	●
To offer a degree program	Bachelor of Applied Arts (Illustration) (resubmission)	●	●
To offer a degree program	Bachelor of Applied Arts (Animation)	●	●
To offer a degree program	Bachelor of Applied Information Sciences (Information Systems Security)	●	●
To offer a degree program	Bachelor of Applied Information Sciences (Information Systems Security) (resubmission)	●	●
To offer a degree program	Bachelor of Applied Health Sciences (Athletic Therapy)	●	●
To offer a degree program	Bachelor of Applied Health Sciences (Athletic Therapy) (resubmission)	●	●
<b>SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Bachelor of Applied Environmental Science (Risk Management)	●	●

● GRANT CONSENT

● DENY CONSENT

W APPLICATION WITHDRAWN

APPLICATION UNDER THE ACT	DEGREE/NAME CHANGE	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>ST. CLAIR COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Bachelor of Applied Technology (Industrial Management)	●	●
<b>ST. LAWRENCE COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>			
To offer a degree program	Bachelor of Applied Arts (Behavioural Sciences)	●	●
To offer a degree program	Bachelor of Applied Human Services (Behavioural Psychology) (resubmission)	●	●
To grant a degree	Honorary Bachelor of Applied Studies	●	●
To offer a degree program	Bachelor of Applied Technology (Microelectronics)	●	●

## Private Institutions

APPLICATION UNDER THE ACT	DEGREE/NAME CHANGE	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY</b>			
To offer a degree program	Teach-out of Master of Arts (Counseling Psychology)	●	●
<b>BAKER COLLEGE OF PORT HURON</b>			
To offer a degree program	Bachelor of Business Administration	●	●
	General Baccalaureate Program		
<b>CANADIAN MEMORIAL CHIROPRACTIC COLLEGE</b>			
To offer a degree program	Doctor of Chiropractic	●	●
<b>CANADIAN SCHOOL OF MANAGEMENT</b>			
To offer a degree program	Bachelor of Health Services Administration	●	●
To offer a degree program	Bachelor of Management	●	●
To offer a degree program	Master of Business Administration	●	●
<b>INSTITUTE FOR CHRISTIAN STUDIES</b>			
To offer a degree program	Master of Philosophy	●	●
To offer a degree program	Doctor of Philosophy	●	●
<b>NIAGARA UNIVERSITY</b>			
To offer a degree program	Master of Science (Educational Administration and Supervision)	●	●
<b>RCC INSTITUTE OF TECHNOLOGY</b>			
To offer a degree program	Bachelor of Technology (Computer Information Systems)	●	●
To offer a degree program	Bachelor of Technology (Electronics Engineering Technology)	●	●
<b>TRINITY WESTERN UNIVERSITY</b>			
To offer a part of a degree program	Three courses and an internship	●	●

● GRANT CONSENT    ● DENY CONSENT    ● APPLICATION WITHDRAWN



APPLICATION UNDER THE ACT	DEGREE/NAME CHANGE	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>TYNDALE UNIVERSITY COLLEGE &amp; SEMINARY</b>			
Use of the term "university"	Name change to Tyndale University College & Seminary	●	●
To offer a degree program	Bachelor of Arts (Human Services)	●	●
To offer a degree program	Bachelor of Arts Honours (Religious Studies)	●	●
To offer a degree program	Bachelor of Arts (Philosophy)	●	●
To offer a degree program	Bachelor of Arts (English)	●	●
To offer a degree program	Bachelor of Arts (Business Administration)	●	●
To offer a degree program	Bachelor of Arts (Psychology)	●	●
To offer a degree program	Bachelor of Arts (History)	●	●
To offer a degree program	Bachelor of Arts (Religious Studies)	●	●

## Public Institutions

APPLICATION UNDER THE ACT	DEGREE/NAME CHANGE	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>BRESCIA COLLEGE</b>			
Use of the term "university"	Name change to Brescia University College	●	●
<b>CENTRAL MICHIGAN UNIVERSITY</b>			
To offer a degree program	Master of Arts in Education (Community College concentration)	●	●
To add a site	Master of Arts in Education	●	●
<b>CHARLES STURT UNIVERSITY</b>			
To offer a degree program	Bachelor of Primary Education Studies	●	●
<b>KING'S COLLEGE</b>			
Use of the term "university"	Name change to King's University College at the University of Western Ontario	●	●
<b>THE MICHENER INSTITUTE FOR APPLIED HEALTH SCIENCES</b>			
To offer a degree program	Bachelor of Health Sciences (Medical Laboratory Science)	●	●
<b>MOUNT SAINT VINCENT UNIVERSITY</b>			
To offer a degree program	Master of Education (Literacy Education)	●	●
<b>UNIVERSITY OF ABERTAY (DUNDEE)</b>			
To offer a degree program	Master of Science (Computer Games Technology)	●	●
<b>UNIVERSITY OF NEW BRUNSWICK</b>			
To offer a degree program	Bachelor of Nursing (direct entry program)	●	●
<b>UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY</b>			
To offer a degree program	Bachelor of Health Sciences in Medical Laboratory Science	●	●
To offer a degree program	Bachelor of Engineering (Energy Systems Engineering)	●	●
To offer a degree program	Bachelor of Science (Energy and the Environment)	●	●
To offer a degree program	Bachelor of Science (Physics)	●	●
To offer a degree program	Bachelor of Science (Radiation Science - Health Physics)	●	●
To make program changes	Program changes: Bachelor of Science (Radiation Science) - optional stream in Health Physics	●	●
To offer a degree program	Bachelor of Science (Chemistry)	●	●
To offer a degree program	Bachelor of Engineering and Management (Manufacturing Engineering and Management)	●	●
To offer a degree program	Bachelor of Engineering and Management (Mechanical Engineering and Management)	●	●
To offer a degree program	Bachelor of Engineering (Mechanical Engineering)	●	●

● GRANT CONSENT

● DENY CONSENT

● APPLICATION WITHDRAWN



APPLICATION UNDER THE ACT	DEGREE/NAME CHANGE	BOARD RECOMMENDATION	MINISTER'S DECISION
<b>UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY <i>continued</i></b>			
To offer a degree program	Bachelor of Engineering (Manufacturing Engineering)	●	●
To offer a degree program	Bachelor of Commerce	●	●
To offer a degree program	Bachelor of Arts (Integrated Justice Studies)	●	●
To offer a degree program	Bachelor of Science (Biological Science)	●	●
To offer a degree program	Bachelor of Science (Nursing)	●	●
To offer a degree program	Bachelor of Science (Physical Science)	●	●
To offer a degree program	Bachelor of Education (consecutive program)	●	●
To offer a degree program	Bachelor of Engineering (Nuclear Engineering)	●	●
To offer a degree program	Bachelor of Applied Science (Nuclear Power)	●	●
To offer a degree program	Bachelor of Science (Mathematics)	●	●
To offer a degree program	Bachelor of Education (concurrent programs with 3- and 4-year B.Sc.)	●	●
To offer a degree program	Bachelor of Science (Computing Science)	●	●
To offer a degree program	Bachelor of Commerce (bridge program)	●	●
To offer a degree program	Bachelor of Science and Management (Physical Science)	●	●
To offer a degree program	Bachelor of Science (General Science)	●	●
To make program changes	Program/Nomenclature changes: Bachelor of Arts (Criminology and Justice)	●	●
To offer a degree program	Bachelor of Science and Management (Biological Science)	●	●
To offer a degree program	Master of Information Technology Security	●	●
To make program changes	Program changes: Bachelor of Science (Biological Science) – optional stream in Life Science	●	●
To offer a degree program	Bachelor of Arts (Social Policy)	●	●
To offer a degree program	Bachelor of Engineering (Automotive Engineering)	●	●
To offer a degree program	Bachelor of Engineering and Management (Automotive Engineering and Management)	●	●
To offer a degree program	Honours Bachelor of Information Technology	●	●
To offer a degree program	Bachelor of Engineering (Software Engineering)	●	●
To offer a degree program	Bachelor of Engineering and Management (Software Engineering and Management)	●	●
To offer a degree program	Bachelor of Health Sciences (Comprehensive Health Sciences)	●	●
To offer a degree program	Bachelor of Engineering (Electrical Engineering)	●	●
To offer a degree program	Bachelor of Engineering and Management (Electrical Engineering and Management)	●	●
To offer a degree program	Bachelor of Commerce (2+2 Curriculum Plan)	●	●
To offer a degree program	Honours Bachelor of Science (Forensic Science)	●	●
To offer a degree program	Bachelor of Science (Computing Science) (resubmission)	●	●
To make program changes	Program changes: Two new teachable subjects in Bachelor of Education (consecutive program)	●	●
To make program changes	Program changes: Bachelor of Science (Nursing)	●	●
To make program changes	Program changes: Hybrid delivery for 6 programs	●	●

● GRANT CONSENT

● DENY CONSENT

W APPLICATION WITHDRAWN



## Colleges of Applied Arts and Technology

APPLICATION UNDER THE ACT	SUBMISSION
<b>CONESTOGA COLLEGE INSTITUTE OF TECHNOLOGY AND ADVANCED LEARNING</b>	
To offer a degree program	Bachelor of Applied Business (International Business Management)
<b>SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY</b>	
To offer a degree program	Bachelor of Applied Business (Human Resources Strategy & Technology)
To offer a degree program	Bachelor of Applied Business (International Accounting & Finance)
To offer a degree program	Bachelor of Applied Technology (Informatics and Security)

## Private Institutions

APPLICATION UNDER THE ACT	SUBMISSION
<b>CANADIAN COLLEGE OF NATUROPATHIC MEDICINE</b>	
To offer a degree program	Bachelor of Naturopathic Medicine
<b>CANADIAN THEOLOGICAL SEMINARY</b>	
To offer a degree program	Master of Arts (Leadership and Ministry)
<b>D'YOUVILLE COLLEGE</b>	
To offer a degree program	Bachelor of Education (Primary/Junior)
<b>INSTITUTE FOR CHRISTIAN STUDIES</b>	
To grant a degree	Honorary Ph.D.
<b>INTERNATIONAL ACADEMY OF ART AND DESIGN</b>	
To offer a degree program	Bachelor of Arts (Interior Design)
<b>NALANDA COLLEGE OF BUDDHIST STUDIES</b>	
To offer a degree program	Honours Bachelor of Arts (Buddhadharma Studies)
<b>NIAGARA UNIVERSITY</b>	
To offer a degree program	Master of Science in Education (M.S.Ed.)
<b>STRATFORD COLLEGE OF LIBERAL ARTS</b>	
To offer a degree program	Honours Bachelor of Liberal Arts

## Public Institutions

APPLICATION UNDER THE ACT	SUBMISSION
<b>STATE UNIVERSITY OF NEW YORK -- POTSDAM</b>	
To offer a degree program	Master of Science in Teaching
<b>UNIVERSITY OF ABERTAY (DUNDEE)</b>	
To offer a degree program	Master of Science (Computing Games Technology)
<b>UNIVERSITY OF NEW BRUNSWICK</b>	
To offer a degree program	Bachelor of Nursing (degree completion program)
<b>UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY</b>	
To make program changes	Program changes: Honours Bachelor of Science in Chemistry (Pharmaceutical Chemistry)
To make program changes	Program changes: Honours Bachelor of Science in Chemistry (Biological Chemistry)
To make program changes	Program changes: Bachelor of Commerce (optional internship)
To make program changes	Program changes: Bachelor of Health Sciences (Medical Laboratory Sciences)
To make program changes	Program changes: Bachelor of Science in Physics (Medical Physics)



## ASSESSOR CONTRACTS, 2001 TO MARCH 2005

	Total contracts	Value in percentage
Ontario (not affiliated with an Ontario university)	43	11%
Ontario (affiliated with an Ontario university)	235	61%
Alberta	17	4%
British Columbia	15	4%
Manitoba	1	0%
New Brunswick	14	4%
Newfoundland and Labrador	1	0%
Nova Scotia	6	2%
Quebec	7	2%
Saskatchewan	3	1%
USA	43	11%
<b>TOTAL</b>	<b>385</b>	<b>100%</b>

## APPLICATIONS, 2001 TO MARCH 2005

	Total applications	Value in percentage
Ontario	144	91%
Other Canadian Provinces	4	2%
USA	8	5%
Outside Canada and USA	3	2%
<b>TOTAL</b>	<b>159</b>	<b>100%</b>



## Quality assessors and their credentials 2004 - 2005

Alfred, Richard, PhD	Globus, Morton, PhD	Murray, David, PhD
Auster, Henry, PhD	Goertz, Christine, DC, PhD	Noone, Timothy, PhD
Baird, Leonard, PhD	Harnish, Del, PhD	Painter, Robert, PhD
Banting, Keith, PhD	Harrington, Peter, PhD	Parker, Jim, PhD
Barbeau, Ed, PhD	Hatzinakos, Demitrios, PhD	Patterson, Dan, MA, MEd
Bauer, Michael, PhD	Haughey, Margaret, PhD	Peng, Huei, PhD
Beaudoin, Jim, PhD	Hunsberger, Margaret, PhD	Rakheja, Subash, PhD
Beck, Clive, PhD	Innerd, Wilfred, PhD	Read, Arthur, PhD
Bendering, Bruce, BSc	Jiang, Jin, PhD	Renihan, Patrick, PhD
Berczi, Andrew, PhD	Johnson, James, PhD	Robson, Ken, MS
Berezin, Alexander, PhD	Jolliffe, Lee, PhD	Roff, John, PhD
Bertino, Elisa, PhD	Jones, Vernon, PhD	Rowe, Patricia, PhD
Bishop, Clifton, PhD	Keough, Erin, MA	Sancton, Andrew, DPhil
Bonham, David, PhD	Klinkhamer, Sooz, MA	Schaeffer, Jonathan, PhD
Boritz, Ephrim, PhD	Kolodny, Harvey, DBA	Simpson, Bruce, PhD
Calvert, Thomas, PhD	Kosnik, Clare, PhD	Smith, Janice, BA
Cawsey, Tupper, PhD	Koudelka, Gerald, PhD	Smyth, William, PhD
Chaplin, Robin, PhD	Kranakis, Evangelos, PhD	Spraakman, Gary, PhD
Courtland, Mary Clare, PhD	Kushniruk, Andre W., PhD	Sullivan, Terrance, PhD
Cragg, Wesley, DPhil	LaVoie, Edmond, PhD	Szabados, Barna, PhD
Cross, Dave, MMus	Leon-Garcia, Alberto, PhD	Tamlyn, Deborah, PhD
Duentsch, Ivo, PhD	Low, Robert, CA, CBV	Tompa, Frank, PhD
Duffy, Dennis, PhD	Macdonald, H. Ian, PhD	Tyrell, Gregory, PhD
Ellis, Desmond, PhD	Macdonald, Hugh, MA	Verma, Anil, PhD
Fernhout, Harold, PhD	MacDonald, Suzanne, PhD	Waldron, Mark, PhD
French, Susan, RN, PhD	March, Ray, PhD, DSc	Wilamowski, Bogdan, PhD
Gerson, Lloyd, PhD	Maslove, Allan, PhD	Woszczyk, Wieslaw, PhD
Getz, Don, PhD	McCarroll, David, BA	Zaichkowski, Judith, PhD
Gibbs, Robert, PhD	McCrone, Kathleen, PhD	Zeytinoglu, Mehmet, PhD
Gillis, Angela, RN, PhD	McNeill, Fiona, PhD	Zitner, David, MD
	Montgomerie, Thomas Craig, PhD	



“My experience on several PEQAB assessment panels, twice as chair, has given me considerable confidence in the process by which the Ministry of Training, Colleges and Universities translates into reality its commitment to assuring that only degree programs of unquestionably good quality are offered in Ontario.”



KATHLEEN MCCRONE, Ph.D.  
PEQAB Quality Assessor

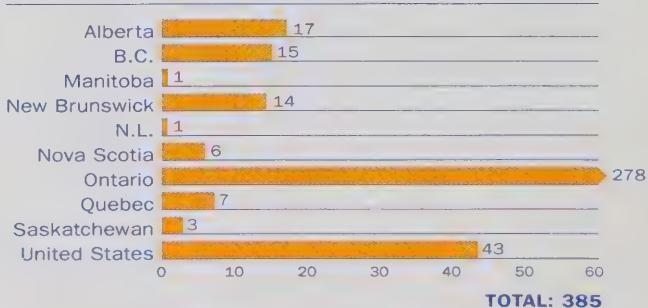


## Institutional affiliations of assessors (all contracts)



Alberta College of Art and Design	1	Progistix-Solutions Inc.	1
Atkinson Charitable Foundation	2	Purdue University	2
Auburn University	1	Queen's University	5
Automotive Industries Association of Canada	1	REA – Resource Environmental Associates	1
Ball State University	1	Rensselaer Polytechnic Institute	1
British Columbia Institute of Technology	2	Robert Morris College, Pennsylvania	1
Brock University	3	Rochester Institute of Technology	1
California Institute of the Arts	1	Rutgers University	1
Canadian Council of Human Resources Associations	1	Ryerson University	19
Canadian Language and Literacy Research Network	1	Samueli Institute for Information Biology	1
Canadian Mental Health Association	1	Savannah College of Art and Design	1
Canadian Professional Logistics Institute	1	Simon Fraser University	3
Cancer Care Ontario	1	SNC-Lavalin	1
Carleton University	5	Southern Alberta Institute of Technology	1
Catholic University of America	2	St. Francis Xavier University	1
Certified General Accountants Association of Canada	1	State University of New York (Buffalo)	2
CIBC	1	Taylor Smith Executive Search Consultants	1
City of Windsor	1	The Tourism Company	1
Clarica	1	Trent University	2
College for Creative Studies	1	Université du Québec	1
Concordia University	3	University of Alberta	5
Cornell University	1	University of Calgary	6
Correctional Service Canada	1	University of Georgia	1
Dalhousie University	3	University of Guelph	17
DePaul University	1	University of Manitoba	1
Durham Regional Cancer Centre	1	University of Maryland	3
Easton Hospital	1	University of Massachusetts at Amherst	1
Fraser Milner Casgrain LLP	1	University of Michigan	2
Georgia Institute of Technology	1	University of Minnesota	3
Ginsberg McCarroll Accounting	2	University of New Brunswick	13
Golder Associates	2	University of Oklahoma	1
Grant MacEwan College	1	University of Ottawa	3
Health Canada	1	University of Saskatchewan	3
Hyatt	1	University of Texas	2
HYWY Software	1	University of Toronto	52
Institute for Christian Studies	1	University of Victoria	6
JML Educational Services (Consultant)	1	University of Washington	6
KPMG Consulting LP	1	University of Waterloo	15
Kwantlen University College	1	University of Western Ontario	6
Lakehead University	5	University of Windsor	12
Lawrence Technological University	1	Western Management Consultants	1
LECG Canada Ltd.	1	West Virginia University	1
Louis de la Parte Florida Mental Health Institute	2	Wilfrid Laurier University	23
Mantrix Inc.	1	York University	54
McGill University	3	<b>TOTAL</b>	<b>385</b>
McMaster University	15	Academically affiliated	342
Memorial University of Newfoundland	1	Professionally affiliated	43
Mount Royal College	3		
National Research Council Canada	2		
Nelvana	1		
New York School of Interior Design	1		
Niagara College	1		
North Carolina State University	2		
Ohio State University	1		
Ohio University	1		
Ontario College of Teachers	1		
Ontario Court of Justice	2		
Pennsylvania State University	1		
Pratt Institute	1		
Prism Economics and Analysis	1		

### GEOGRAPHIC ORIGINS OF ASSESSOR CONTRACTS





## Members of the board

### CHAIR



**Dale Patterson** (Term: April 25, 2001-April 24, 2006), a business and community leader, is chair of the board. A graduate of York University, Dale is executive vice president of the Canadian Medical Discoveries Fund. He is past chair of the Board of Governors of Ryerson Polytechnic University and has served as co-chair of the Provincial Association of University Governing Board Chairs. He also serves on the Board of Directors of several organizations, including the Biotechnology Human Resource Council and the Canadian Venture Capital Association.

### VICE CHAIR



**Maureen J. Morton** (Term: June 1, 2002-June 1, 2007) practises business law, with a technology law specialization. Maureen practised with Fasken Martineau DuMoulin LLP until 1994 when she joined Lerner & Associates, LLP, where she practised until her appointment as vice president, legal affairs for Autodata Solutions Company in February, 2000.



**Mariette Carrier-Fraser** (Term: July 1, 2004-June 30, 2007) is a former educator and assistant deputy minister in the Ontario Ministry of Education and Training. In 1997, she received a Distinguished Educator Award from the Ontario Institute for Studies in Education of the University of Toronto. She has been a member of the Board of Governors of Laurentian University in Sudbury since 1998 and sits as a member of the Board of Directors of the new Northern Ontario School of Medicine. She also serves as a member and chair of several community organizations and provincial committees.



**Ashok Dalvi** (Term: June 1, 2003-June 1, 2005) is a member of the Canadian Institute of Mining, Metallurgy and Petroleum and a registered professional engineer in Ontario.

He is director of process engineering and strategic studies at Inco Limited, a major base metal company based in Canada. He has worked internationally in the fields of process R & D, project management and strategic studies and received his Ph.D. in metallurgy and materials science.



**Maxim Jean-Louis** (Term: June 1, 2003-June 1, 2005) is president and chief executive officer of Contact North/Contact Nord, Northern Ontario's Distance Education & Training Network. He is the secretary/treasurer of the Board of Directors of the Ontario Research and Innovation Optical Network (ORION) and a member of the Ontario Management Board Chair's Advisory Council on e-Government.



**Konata Lake** (Term: October 1, 2004-September 30, 2006) is a student at York University currently pursuing the joint M.B.A./LL.B. degree at Osgoode Hall Law School and the Schulich School of Business. Konata has a bachelor of business administration from York's Schulich School of Business. While pursuing his undergraduate degree, Konata served as a student representative on the York University Board of Governors and was chair of the York University Student Centre Board of Directors.



**David Leyton-Brown** (Term: July 1, 2004-June 30, 2007) is executive director of the Ontario Council on Graduate Studies, where he is involved in appraising the quality of postgraduate programs for the province and council. Previously, he held the positions of dean, Faculty of Graduate Studies at York University, and president of the Northeastern Association of Graduate Schools.



**Ian Mugridge** (Term: July 1, 2004-June 30, 2007) is an adjunct professor in the Centre for Distance Education at Athabasca University. He is a former principal of the British Columbia Open University and vice president of the British Columbia Open Learning Agency, and has served as assistant vice president, academic at Simon Fraser University and director, programmes at the Commonwealth of Learning.



**William Robson** (Term: July 1, 2001-June 30, 2005) is vice president and director of research at the C.D. Howe Institute and teaches public finance at the University of Toronto. Before joining the C.D. Howe Institute in 1988, Bill held positions as an economist with CIBC Wood Gundy and the federal Department of Energy, Mines and Resources.



**Michael Skolnik** (Term: July 1, 2001-June 30, 2005) is a professor of higher education and the William G. Davis Chair in Community College Leadership at the Ontario Institute for Studies in Education of the University of Toronto. His most recent publications are D. L. Floyd, M. L. Skolnik, and K. P. Walker (Eds.), *The Community College Baccalaureate: Emerging Trends and Policy Issues* (Stylus Publishing, LLC, 2004); and G. A. Jones, P. L. McCarney, and M. L. Skolnik (Eds.), *Creating Knowledge, Strengthening Nations: The Changing Role of Higher Education* (University of Toronto Press, 2004). ☀

### BOARD MEMBERS' EXPENDITURES 04-05

Per Diems and Services	\$37,100.00
Travel	\$6,910.46
<b>TOTAL</b>	<b>\$44,010.46</b>

### APPLICATION FEE REVIEW

2004-2005	\$135,000.00
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The secretariat consists of a small group of civil servants whose purpose is to provide administrative support to the board, including:

- Consulting with stakeholders and other quality assurance bodies on academic standards and quality assessment procedures;
- Consulting with applicants/potential applicants about the board's requirements;
- Identifying expert candidates to fulfill the roles of Program Quality Assessors and/or Organization Reviewers;
- Coordinating the schedules and work of the expert panels;
- Liaising with government officials, professional associations, and regulatory bodies;
- Preparing materials for the consideration of the board;
- Participating in national and international bodies devoted to the discussion of accreditation and quality assurance in higher education; and
- Creating presentations to stakeholders and others about the work of the board and issues related to that work.

#### DIRECTOR



**Donald N. Baker**, Ph.D., has held strategic positions at three levels of education – as president of Mount Royal College in Alberta, vice president academic of Wilfrid Laurier University in Ontario, and as a trustee of the Waterloo County Board of Education. He holds a B.A. in history and international studies from the University of British Columbia and an M.A. and Ph.D. in history from Stanford University. He has co-edited two books and numerous articles, and served as editor of *Historical Reflections/ Réflexions Historiques*. He has been a faculty member at Wilfrid Laurier, the University of Waterloo, Stanford and Michigan State. He has been active at system-wide levels in Alberta, as chairman of the Council of Presidents of Public Colleges of Alberta, and in Ontario, where he was a member of task forces of the Council of Ontario Universities. As a consultant, he has overseen educational and quality assurance projects in several countries in the Middle East. He is a member of the board of the International Network for Quality Assurance Agencies in Higher Education. In 2005 he was awarded the Alberta Centennial Medal for distinguished service.

#### SENIOR POLICY ADVISOR

**Suzanne Gordon**, D.Jur., earned her doctor of jurisprudence from Osgoode Hall Law School, York University. Suzanne has completed graduate studies in international and European law at the Université de Montpellier (France). She has taught at the Schulich School of Business and Osgoode Hall Law School and has published a workbook to assist in developing legal research skills and analysis. At York University, she also served as coordinator of the Canadian Centre for German and European Studies. Suzanne was on maternity leave in 2004 and returned to the secretariat in January 2005.

#### SENIOR POLICY ADVISOR

**Angela Hinton**, B.Ed., M.A., was seconded to the secretariat (Oct 2003-Jun 2004) from the Education Quality and Accountability Office (EQAO), where she has been working since 1998. At EQAO, Angela's contributions focus on ensuring the technical quality of Ontario large-scale student assessment data. Angela has been a part-time professor at Carleton University, the University of Ottawa and the Université de Montréal, and has completed doctoral research in French literature and in measurement and evaluation.

*Continued on page 24*



## Members of the secretariat *continued*

### SENIOR POLICY ADVISOR



**Virginia Hatchette** earned her Ph.D. in psychology from York University. Prior to joining the secretariat, Virginia was the research analyst and communications coordinator for the Faculty of Graduate Studies at York University, where she researched issues of quality in graduate education. Prior to joining York University, she was an assistant professor of psychology at St. Mary's University in Halifax, Nova Scotia.

### SENIOR POLICY ADVISOR



**Terry Miosi**, Ph.D., joined the secretariat after 14 years as manager and deputy superintendent of the Private Vocational Schools Unit of the Ministry of Training, Colleges and Universities. He received a Ph.D. from the University of Toronto in 1976 in ancient Near Eastern studies. At the U of T he taught in the Religious Studies and Ancient Near Eastern Studies Departments and was the director of the general and professional studies programs of the U of T's School of Continuing Studies. Prior to joining the ministry, Terry divided his time between the position of director of Shaw College in Toronto and administration and fieldwork in Egypt with the Society for the Study of Egyptian Antiquities and the Akhenaton Temple Project. He has several published works in the fields of Egyptology and early Christian history. Terry was president of the Canadian Society for Training Development for five years, and was cited by the Ontario Society for Training and Development in 1999 for his contributions to the development of national standards of practice for, and certification of, professional trainers.

### ADMINISTRATIVE COORDINATOR



**Anna Cheng** joined the secretariat after serving as administrative assistant to the assistant deputy minister of the Postsecondary Education Division in the Ministry of Training, Colleges and Universities. Anna joined the government service in 1992, and has worked at the Ontario Council on University Affairs and the Advisory Panel on Future Directions for Postsecondary Education. Her main responsibilities are within the administrative and financial areas. Anna was previously project assistant at the International Division of the Association of Canadian Community Colleges.

### ADMINISTRATIVE ASSISTANT



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